Alberta
LEARNING

Commerce Place
10155 – 102 Street
Edmonton, Alberta
Canada T5J 4L5

December 20, 2002

TO: All Superintendents and Secretary-Treasurers of School Jurisdictions, Charter Schools, and Private Schools.

RE: Revisions to the 2002-2003 Funding Manual for School Authorities

Attached are revisions to sections 1.1, 1.14, 1.15, 3.1, Form 02.AL1.6, and the Glossary. The revisions are indicated in the left hand margin in italics as *New* or *Revised*.

The following is a summary of the changes made:

Section 1.1 Basic Instruction for School Jurisdictions:

- Condition #8 has wording changes to reflect funding for diploma examination courses.
- Condition #12 (c) has changed. Funding for CTS courses will be provided for courses completed. Funding for incomplete CTS courses will not be provided if the course prerequisites were not completed.
- Condition #12(e)(iv) has a minor wording change.
- Condition #12, last paragraph on withdrawal status has a minor wording change.
- Requirement #6 is new. This explains the rules for funding under sponsorship agreements and using code 140.

Section 1.14 Francisation Funding

- Conditions #2 and 3 have minor wording changes to provide clarity and consistency with ESL funding.

Section 1.15 Growth and Density Funding

- The section originally distributed with the 2002-2003 Funding Manual was not the correct version. This revision provides the correct version with some revisions.

Section 3.1 Basic Instruction for Private Schools

- Condition #8 has wording changes to reflect funding for diploma examination courses.
- Condition #12 (c) has changed. Funding for CTS courses will be provided for courses completed. Funding for incomplete CTS courses will not be provided if the course prerequisites were not completed.
- Condition #12(e)(iv) has a minor wording change.
- Condition #12, last paragraph on withdrawal status has a minor wording change.

Form 02AL1.6 Institutional Funding Application

- The budget form for Mixed Institutional Program has some minor changes.

Glossary of Terms

- The listing of approved Designated Special Education ECS Programs has been updated.
- The listing of approved Institutional Programs has been updated.
- A definition of a Sponsorship Agreement has been added.
- The definition of a Temporary Resident has been revised to reflect changes made by Citizenship and Immigration Canada.

Hard copies of these revisions will be mailed out early in the new year. Any questions regarding the above changes may be directed to myself, Mark Lalumiere, Ken Poon or Jeff Willan at the School Finance Branch 780-427-2055.

Sincerely,

Wayne T. Braun, CMA
Director
School Finance Branch

c) For students enrolled with a **school jurisdiction** on September 30 who transfer to a **DSEPS** after September 30 (or vice versa), funding must be transferred on a pro-rated basis based on a 10-month program. The funding transferred would be based on the months remaining in the school year. For example, if a student transfers to a **DSEPS** on December 1, funding would be transferred as follows:

i) If the **parent** consulted with the **resident board** on the student's special education program, $5,988.50 would be transferred (7/10 X $8,555).
ii) If the **parent** did not consult with the **resident board** on the student's education program, $3,670.10 would be transferred (7/10 X $5,243)

New

If the student returns to the **school jurisdiction**, the funding must then be returned by the **DSEPS** to the **school jurisdiction** on a pro-rated basis based on a 10-month program.

No pro-rated funding will be provided by Alberta Learning to the **DSEPS** for students enrolled after September 30.

7. For students in grades 1 to 10, funding provided is based on enrolments as of September 30.

8. **Course Completions for Students in Grades 10 to 12**

Basic instruction funding for senior high school students is provided based on the principle that instructional services are provided and courses are completed.

a) A regular course is considered completed for funding purposes when:

Revised

i) a grade 10 student received a final mark of 25 percent or greater in a course; or for a diploma examination course, the student received a school awarded mark of 25 percent or greater in the course; or
ii) a grade 11 or 12 student received a final mark of 25 percent or greater in a course, or for a diploma examination course, the student received a school awarded mark of 25 percent or greater in the course, and
- has attended at least 50 percent of the classes in the course; or
- has responded to instruction in at least 50 percent of the course content.

b) For courses delivered to students on-line or by distance learning, which do not require students to attend classes, the attendance funding criteria does not apply. Funding will be provided if the student has received a final mark of 25 percent or greater and has completed at least 50 percent of the course content.

Revised

c) Schools are required to maintain and retain records required to substantiate all funding claims as follows:
i) For all regular courses, with the exception of Career and Technology Study (CTS) courses, schools must maintain records of course outlines, detailed assessment records, records for student work in the course, records of student withdrawal, student attendance, mid-term and final marks.

Revised

ii) For CTS courses, schools must maintain records of course outlines and detailed assessments for student work in the course

Revised

d) Basic instruction funding will be provided for **funded students** in grades 10 (full-time program funding), and grades 11 or 12 who attend **school** in another province with which the **school jurisdiction** has an agreement under Section 62 (2)(a)(iii) of the *School Act*.

e) Students are not restricted in the number of credits they can take in a school year.

New

9. **Funding for Funded Students in Grades 10**

Basic instruction funding for grade 10 students is based on the following:

New

a) Grade 10 students taking a full-time program will be funded at $4,997 per student. A full-time program is determined to be 31 or more credits earned during September to June of the grade 10 school year.

New

b) Grade 10 students taking a partial program will be funded at $2,498.50 per student. A partial program is determined to be less than 31 credits earned during September to June of the grade 10 school year.

New

c) Funding is provided to the school authority where the **funded student** was enrolled on September 30. If a **funded student** is enrolled in two or more **school authorities** on September 30, the priority school authority will receive the applicable funding (i.e., full-time program or partial program). See Section 8.1 for School Authority Priority Conflict Resolution details.

New

d) If a grade 10 **funded student** transfers to another school authority after the September 30 **count date**, and if the student did not earn any credits with the first school authority, the second school authority will receive the applicable funding (i.e., full-time program or partial program).

New

e) All grade 10 course credits earned with the priority school authority from September to June, where instruction is provided, and including those earned during regular school hours, weekends or evenings, provided through schools off-school site instruction, **Outreach Programs**, and Alberta Distance Leaning (ADL) courses, will be counted towards a full-time or partial program for funding purposes.

New

f) For summer school course credits, which start and end during July and August, funding will be based on Credit Enrolment Units (CEUs). If a student completes grade 9 in June of a school year and takes a grade 10 course(s) in the following summer months, the courses will be paid for on a CEU basis and the credits will not count towards a full time or partial program for the September to June grade 10 school year. Instruction must be provided for a minimum of:

- 80 hours for a five credit course; or
- 48 hours for a three credit course.

12. **Funding for Funded Students Taking Career and Technology Studies (CTS) Courses**

a) Funding for all CTS courses is based on one CEU per course.

b) A one credit CTS course is considered completed for funding purposes if the student has responded to instruction in at least 50 percent of the course content. If a student withdraws after responding to 50 percent of the course content, these one-credit courses should then be reported as withdrawn but eligible for funding.

New c) Funding will not be provided for an incomplete CTS course if the course prerequisite(s) were not completed in the same term or a prior term.

Revised d) Schools are required to maintain and retain course outlines and assessment records for student work that reflects access to and effort in work related to at least half of the course content for each one-credit course considered eligible for funding, including students who have a withdrawal or incomplete status.

Revised e) **Schools** may integrate CTS courses with non-CTS courses when the integration provides opportunities to apply the course content in a practical and career-related context. The following shall apply for this type of situation:

i) The teachers who provide or supervise the instruction are certificated and knowledgeable about both the CTS and non-CTS course;

ii) Prior to registration, schools provide information to parents and students about the philosophy of each of the integrated courses, the outcomes of each of the integrated courses and how student learning will be assessed in each of the integrated courses;

iii) Information and counselling services make clear that registration in an integrated course is optional;

Revised iv) Students have access to a minimum of 25 hours of additional instruction per credit over and above that provided for the non-CTS course. Instructional time does not include teacher convention days, professional development days, parent-teacher interview days, teacher planning days, staff meetings, statutory and school authority-declared holidays, lunch breaks, breaks between classes, supervised study halls, time taken for the registration of students or extracurricular activities;

v) Teachers offer each of the integrated courses in accordance with the approved programs of study;

vi) Students meet the standards specified in the 1-credit CTS course for all outcomes within that 1-credit course in order for a teacher to provide a passing grade in the CTS component;

vii) The CTS course and the non-CTS course must be graded separately, and credit must be awarded and reported separately;

viii) If a CTS course is being integrated with a non-CTS course, then any prerequisite to the CTS course must be met first; and

ix) A student who has already gained credit in the integrated 1-credit CTS course is not eligible to earn another credit for the same 1-credit CTS course.

Revised

An "incomplete" status occurs when a student is registered throughout a course yet does not complete all of the learner expectations. An incomplete completion status has no associated mark(s). A course completion status of INC (incomplete) may only be used for CTS courses. No mark is submitted when a course completion status of INC is used. Place a Y (yes) in the fund flag field when it has been determined that the student will not be returning in the following term to complete the course and if the funding criteria have been met. Schools are required to maintain and retain records required to support their claim for CEU funding.

Revised

A "withdrawal" status occurs when a student chooses not to complete a course and the school agrees to remove the student from the course. A course completion status of WDR (withdrawal) may be used for all courses. No mark is submitted when a course completion status of WDR is used. Place a Y (yes) in the fund flag field if the criteria for funding have been met. Schools are required to maintain and retain records required to support their claim for CEU funding.

13. **Payment Not Provided for Funded Students in Grades 10 to 12**

Basic instruction funding for students in grades 10 to 12 is **not** provided for:

a) waived or retroactive credits;

b) maturity credits;

c) courses completed by non-**resident students** and **First Nations students** as defined in the Glossary of Terms;

d) high school credits taken by junior high school students (except for summer courses); this includes CTS courses completed by students in junior high school and Heritage Language high school credit courses;

e) post-secondary courses, including those that have been approved as locally developed courses;

f) credits granted through evaluation of out-of-province courses; or

g) extra-curricular or co-curricular activities, such as competing on an athletic team.

14. When a **student** meets the criteria of a **funded student** and is attending a **school** in Canada that is providing both an academic and an **activity program**, and a comparable program is not available in Alberta, and the **student** has been selected by **audition** to be part of the program he or she may be funded depending on individual circumstances. The **resident board** is required to have an approved tuition agreement under section 62(2) of the *School Act*. The tuition agreement must be approved by the **Minister** and should be submitted to the Assistant Deputy Minister of Corporate Services. Once a tuition agreement is approved, students are eligible for funding under this section only.

REQUIREMENTS

1) Basic instruction funding is based on:

Revised

a) Student registration information in grades 1 to 10 as of September 30 that is submitted to Learner Records & Data Exchange by October 3;

b) Course completion information for students in grades 10 to 12 as follows:
   i) Student Information System for specific enrolment;
   ii) Student Records System / Course Information Database System (CIDS) for course marks;
   iii) **Schools** are required to maintain and retain for a period of 7 years, records of student attendance, mid-term and final marks, course outlines, detail assessment records for student work in the course and course withdrawal for students in grades 10 to 12.

c) Student information on Form 02AL1.1b for students attending First Nations **schools**.

d) Student information on Form 02AL1.1a for senior high students taking junior high courses.

2. Basic instruction funding for a **school jurisdiction** is calculated as follows:

a) For grades 1 to 9, by multiplying the number of **funded students** enrolled on the **count date** by the basic instruction rate;

New

b) For grade 10, by multiplying the number of **funded students** enrolled on September 30 by the applicable program rate; and

Revised

c) For grades 11 to 12, by multiplying the completed CEUs by the CEU rate, with a maximum of 60 CEUs per student per school year (Sept. to Aug.).

3. Adjustments to enrolment data:

a) If an adjustment is required to the enrolment data reported to Learner Records & Data Exchange on September 30, **school authorities** must ensure that changes are made to their modification file.

b) After receiving your first RACERS data, any modification required can be submitted electronically using the Add Change Delete Form (Form 02AL1.1c) before the April 30 deadline.

4. Basic instruction funding for students attending **school** in another province will be based on:
   a) a copy of the agreement under Section 62(2)(a)(iii) of the *School Act*; and
   b) a letter indicating the student's name, birthdate and grade.

5. Basic instruction funding for students that are attending a First Nations school will be based on:
   a) a copy of an agreement under Section 62 (2)of the *School Act*; and
   b) Form 02AL1.1b.

New

6 Funding for students with special needs who are directed by the resident school jurisdiction to another school jurisdiction under a **sponsorship agreement** will be provided as follows:

   a) The providing/registering school jurisdiction will register the student using the 140 code with the 500-grant code, the appropriate special needs code, and the resident school jurisdiction's school authority code.

   b) The 140 code results in the student being included in the resident school jurisdiction's September 30 headcount and all related funding is provided by Alberta Learning to the resident school jurisdiction. This ensures that the resident board maintains responsibility for the student. No funding is provided by Alberta Learning to the providing/registering school jurisdiction. Payment for student's program is the responsibility of the resident school jurisdiction.

   c) For students with severe disabilities coded as 140, the resident school jurisdiction's severe disabilities profile number will not be adjusted; therefore the resident school jurisdiction's severe disabilities funding will remain unchanged.

   d) The 140 code cannot be used with students coded as 110, 145, 600, or 610.

   e) The 140 code can only be used by school jurisdictions. The 140 code does not apply to Private schools, Designated Special Education Private Schools and Private ECS operators.

   f) RACERS will provide a report of resident students who have been coded as 140 by another school jurisdiction.

CONSIDERATIONS

1. For grades 11 and 12, when a student transfers from one high school to another during a term in which a course is offered, the **school authority** that provided the majority of instructional minutes may request the funding from Alberta Learning.

2. Alberta Learning has an agreement with the Canadian Copyright Licensing Agency (Cancopy). Most schools in the province are covered in the license. Alberta Learning makes the payment for the license on behalf of all participating **school jurisdictions and charter schools**. The cost of the license, plus GST, is recovered from **school jurisdictions and charter schools** on a full-time equivalent student basis.

3. Edulink, a new multi-function data exchange software tool has been created to help **school jurisdictions and charter schools** and Alberta Learning simplify current data management and exchange processes.
The Council of Alberta School Superintendents (CASS) and Association of School Business Officials of Alberta (ASBOA) have agreed their membership will provide the necessary funds to support Edulink for a three-year period –from September 2002 to August 2005. Alberta Learning will deduct 35¢ plus GST per **funded student** and **ECS child** on behalf of all participating **school jurisdictions and charter schools**. This deduction will be made in September and based on the prior year frozen **funded student** and **ECS child** count. The deduction will be reflected on the October funding statement. It is up to the individual **school jurisdictions and charter schools** to apply for any GST rebate from the Government of Canada.

   Alberta Learning will forward the maintenance fee of $195,000 to Edmonton Catholic Schools, the host **board**. This funding will provide for the annual maintenance budget but is not sufficient to pay for significant changes to the software.

New

4. The Alberta School Boards Association (ASBA) has asked Alberta Learning to deduct the ASBA membership fees plus GST from the instruction funding for most **school jurisdictions**. These deductions will be reflected on the October and April funding statements. The deduction is calculated by multiplying a weighted student count times a fee per student (set annually by the ASBA), plus a $6,500 basic fee charged to each **board**.

PURPOSE

This funding is provided for students in Francophone Regional authorities who have insufficient fluency in French to achieve grade level expectations in Français and other subject areas.

CONDITIONS

1. A Francophone Regional authority may receive funding for **Francisation** for each eligible **funded student** in grades 1 to 12. It is expected most students would have sufficient fluency in French to access regular programming after three years.

2. Canadian-born students eligible for **Francisation** funding:

Revised

   a) have homes in which the primary spoken language is not French;
   b) have minimal French or are non-French speaking; and
   c) are receiving **Francisation** services.

3. Foreign-born students eligible for **Francisation** funding:

Revised

   a) have recently immigrated to Canada;
   b) have minimal French or are non-French speaking; and
   c) are receiving **Francisation** services.

REQUIREMENTS

1. Francophone Regional authorities are required to identify **Francisation** students as either Canadian-born or foreign-born for monitoring purposes.

2. A Francophone Regional authority is responsible for determining the number of years a **student** has previously received **Francisation** services that were funded by Alberta Learning.

3. **Francisation** funding is based on **student** registration information for grades 1–12 as of September 30 of the current school year that is submitted to School Finance on Form 02AL1.14.

4. Francophone Regional authorities that claim **Francisation** funding must provide services to eligible students that:

   a) address their linguistic, cultural and academic needs;
   b) place priority on the rapid integration of students in the **school** and community environment; and
   c) are quantifiable, i.e., a special class, pull-out service, identifiable services provided in a regular classroom and adapted for the individual **student**. A reduction in class size, by itself, is not a **Francisation** service.

CONSIDERATIONS

Funded students enrolled in **home education**, **blended programs**, **outreach programs** or **virtual programs** are not eligible for funding under this section.

PURPOSE

This funding is provided to address costs resulting from unexpected enrolment growth in areas experiencing unique geographic and economic conditions.

CONDITIONS

1. Funding is based on two different growth formulas; one for in-year growth at the jurisdiction level and another for year-to-year growth at the school level. The following explains the two different growth formulas:

Revised

a) **School Jurisdictions** experiencing growth during the year in grades 1 to 10 will automatically receive additional funding based on their March 1 count.

School Jurisdictions experiencing in-year enrolment declines will not have their funding adjusted.

Revised

This formula provides for growth in grades 1 to 10 only, as growth in grades 11 to 12 is accommodated through the credit enrolment unit funding system.

b) Also, **school jurisdictions** with individual schools who experience enrolment increases of more than 8% between two consecutive school years, will automatically receive funding for each funded student over the 8% threshold.

REQUIREMENTS

1. *Revised* In-year growth funding will be based on the net increase of students in grades 1 to 10 between the September 30 and the March 1 count.

   Funding will be calculated at 50% of the total amount which the jurisdiction would be eligible for had the student been enrolled for a full year (i.e. Funding for Basic Instruction, estimated Plant Operations and Maintenance and Transportation).

2. Year-to-year growth funding for individual schools that have enrolment growth of more than eight percent (8%) over two consecutive school years provides an additional $530 for each funded student over the 8% rate.

PURPOSE

This funding provides support to **funded private schools** for the instruction of students in core programs, complementary programs and programs for students with special needs including students who are gifted and talented.

CONDITIONS

1. All **private schools** eligible for funding must follow the same requirements for teaching the Alberta Programs of Study as public schools.

New

2. **Funded private schools** must provide students with access to:

   - Up to 950 hours of instruction for grade 1
   - 950 hours of instruction for grades 2 to 9
   - 1000 hours of instruction for grades 10 to 12

3. Basic instruction funds are provided for each **funded student in grades 1 to 12**. Basic instruction funding includes funds to support programs for students with mild and moderate special disabilities and students who are gifted and talented. The level of funding included in the Basic Instruction funding amount for students with mild and moderate disabilities and students who are gifted and talented is the minimum amount that **funded private schools** are expected to pool and utilize for the provision of programs to these students. It is expected that **funded private schools** will pool special education funding and allocate it to **schools** to meet the needs of students with special needs.

New

4. All individuals between the ages of 6 years and less than 20 years old on September 1 may be eligible for this funding. See definition of **funded student** in the Glossary.

5. All individuals aged 5 years and 6 months or greater, but less than 6 years old on September 30 are counted as **funded students** under the instruction block if they are eligible to enter grade 1 under the school entrance policy of the **funded private school**.
   The exceptions to this condition are:
   a) **children** who have spent less than the number of years in the program for which they are eligible for funding, e.g. receiving less than three years Program Unit funding; or

   b) **children** who are not enrolled in an **Early Childhood Services (ECS) Program** until this age; or

   c) **children** who have been assessed as **developmentally immature**.

   In these circumstances when, in the opinion of the **funded private school** and the **parent**, an **ECS Program** is appropriate; the individual is counted as a **child** under ECS.

New 6. For students in grades 1 – 10, funding is provided based on enrollments as of September 30.

Revised 7. Individuals 6 years or older, but less than 7 years old, who are **developmentally immature**, or who are children entering an **ECS** program for the first time, may be counted as **children** under ECS.

a) Under no circumstances can an individual be counted as both a **funded student** and as a **child** in the same school year.

b) If the individual is both **developmentally immature** and has special needs, then the special needs take precedence over the immaturity and the individual is counted as a funded student for instructional funding.

8. **Course Completions for students in Grades 10 to 12**

Basic instruction funding for senior high school students is provided based on the principle that instructional services are provided and courses are completed.

a) A regular course is considered completed for funding purposes when:

i) A grade 10 student received a final mark of 25 percent or greater in a course or for a diploma examination course, the student received a school awarded mark of 25 percent or greater in the course; or

Revised ii) A grade 11 or 12 student has received a final mark of 25 percent or greater in the course or for a diploma examination course, the student received a school awarded mark of 25 percent or greater in the course; and

- has attended at least 50 percent of the classes in the course, or
- has responded to instruction in at least 50 percent of the course content.

Revised b) For courses delivered to students on-line or by distance learning, which do not require students to attend classes, the attendance funding criteria do not apply. Funding will be provided if the student has received a final mark of 25 percent or greater and has completed at least 50 percent of the course content.

c) Schools are required to maintain and retain records required to substantiate funding claims as follows:

i) For all regular courses, with the exception of Career Technology Studies (CTS) courses, **schools** must maintain records of course outlines and detailed assessment records for student work in the course, records of student withdrawal, student attendance, mid-term and final marks.

Revised ii) For CTS courses, **schools** must maintain records of course outlines and detailed assessment records for student work in the course

d) Students are not restricted in the number of credits they can take in a school year.

11. **Funding for Students In Integrated Occupational Programs (IOP)**

New

a) To recognize the extra costs of providing an IOP program, the following funding is provided for those grade 10 **funded students** defined as IOP students:
   - $3,600 per funded IOP student in a full-time program. A full-time program is determined to be 31 or more credits earned during September to June of the grade 10 school year.
   - $1,800 per funded IOP student in a partial program. A partial program is determined to be less than 31 credits earned during September to June of the grade 10 school year.

New

b) To be eligible for IOP funding, at least 50 percent of a grade 10 IOP student's total credits earned must be comprised of approved IOP credits.
Example: For a student who completes 20 credits (no 5/3 adjustment), at least 10 or more credits must be approved IOP course credits for that student to be defined as an IOP student for funding purposes.

Revised

c) For **funded students** in grade 10, IOP course credits will be counted towards a full time or partial program basis at 5/3 times each credit completed.

New

d) To prevent **school authorities** from being negatively impacted by the change in grade 10 IOP funding, **school authorities** may write to the Director of School Finance Branch to apply for top up funding equivalent to IOP funding calculated using the 2001-2002 funding formula. The written request should be sent after September 1, 2003, when the total credits earned are known. Requests will be reviewed on a case-by-case basis.

New

e) Students in grades 11 and 12 taking IOP courses will continue to be funded on a CEU basis.

12. **Funding for Funded Students in Career Technology Studies (CTS) Courses**

a) Funding for all CTS courses is based on one CEU per course.

b) A one credit CTS course is considered completed for funding purposes if the student has responded to instruction in at least 50 percent of the course content. If a student withdraws after responding to 50 percent of the course content, these one-credit courses should then be reported as withdrawn but eligible for funding.

New

c) Funding will not be provided for an incomplete CTS course if the course prerequisite(s) were not completed in the same term or a prior term.

Revised

d) Schools are required to maintain and retain course outlines and assessment records for student work that reflects access to and effort in work related to at least half of the course content for each one-credit course considered eligible for funding, including students who have a withdrawal or incomplete status.

Revised

e) **Schools** may integrate CTS courses with non-CTS courses when the integration provides opportunities to apply the course content in a practical and career-related context. The following shall apply for this type of situation:

i) the teachers who provide or supervise the instruction are certificated and knowledgeable about both the CTS and non-CTS course;

ii) prior to registration, **schools** provide information to parents and students about the philosophy of each of the integrated courses, the outcomes of each of the integrated courses and how student learning will be assessed in each of the integrated courses;

iii) information and counselling services make clear that registration in an integrated course is optional;

Revised

iv) students have access to a minimum of 25 hours of additional instruction per credit over and above that provided for the non-CTS course. Instructional time does not include teacher convention days, professional development days, parent-teacher interview days, teacher planning days, staff meetings, statutory and school authority-declared holidays, lunch breaks, breaks between classes, supervised study halls, time taken for the registration of students or extracurricular activities;

v) teachers offer each of the integrated courses in accordance with the approved programs of study;

vi) students meet the standards specified in the 1-credit CTS course for all outcomes within that 1-credit course in order for a teacher to provide a passing grade in the CTS component;

vii) the CTS course and the non-CTS course must be graded separately, and credit must be awarded and reported separately;

viii) if a CTS course is being integrated with a non-CTS course, then any prerequisite to the CTS course must be met first; and

ix) a student who has already gained credit in the integrated 1-credit CTS course is not eligible to earn another credit for the same 1-credit CTS course.

Revised

An "incomplete" status occurs when a student is registered throughout a course yet does not complete all of the learner expectations. An incomplete status has no associated mark(s). A course completion status of INC (incomplete) may only be used for CTS courses. No mark is submitted when a course completion status of INC is used. Place a Y (yes) in the fund flag field when it has been determined that the student will not be returning in the following term to complete the course and if the funding criteria have been met. **Schools** are required to maintain and retain records required to support their claim for CEU funding.

Revised

A "withdrawal" status occurs when a student chooses not to complete a course and the **school** agrees to remove the student from the course. A course completion status of WDR (withdrawal) may be used for all courses. No mark is submitted when a course completion status of WDR is used. Place a Y (yes) in the fund flag field if the criteria for funding have been met. **Schools** are required to maintain and retain records required to support their claim for CEU funding.

Alberta
LEARNING

MIXED INSTITUTIONAL PROGRAM
BUDGETED / FINAL COSTS
2002/2003

NAME OF PROGRAM: _____

CONTACT PERSON: _____ **TELEPHONE:** _____

Please see Instructions (attached) for completion of this form. Also see section 1.6 of the 2002-2003 Funding Manual for School Authorities. Note if your program only has institutional students (and no non-institutional students), you are considered a Regular Institutional Program and must complete the form for a Regular Institutional Program rather than this form.

		FTE's	
1.	**Instructional Salaries costs**		
	a. Certificated Salaries & Benefits	_____	$_____
	b. Uncertificated Salaries & Benefits	_____	$_____
	c. Substitute Teacher(s)	_____	$_____
	Total Instructional Salary Costs		$_____
2.	**Supplies and Services costs**		
	a. Professional Development		$_____
	b. Educational Supplies		$_____
	d. Education Services		$_____
	d. Office Supplies		$_____
	Total Supplies and Services Costs		$_____
3.	**Technology costs** (see guidelines for formula)		$_____

TOTAL PROGRAM COSTS $_____ A

Average number of students enrolled (see guidelines for this calculation) _____ B

Average cost per student (A ÷ B) $_____ C

Average number of Institutional students enrolled (see guidelines) _____ D

PROGRAM COSTS FOR INSTITUTIONAL STUDENTS (C x D) $_____ E

REVENUES RECEIVED FOR INSTITUTIONAL STUDENTS (not including Institutional Funding)

Note: only show revenues for institutional students. Please do not include revenues for non-institutional students. Also, do not include plant operations and maintenance funding or system administration funding.

1. **Basic Instruction** (based on Sept 30 enrollments of 550 coded students) $_____
2. **Other funding (please specify)** _____ $_____

TOTAL REVENUES FOR INSTITUTIONAL STUDENTS $_____ F

NET PROGRAM COSTS FOR INSTITUIONAL STUDENTS (E - F) $_____

Note: For Final claims, please attach a list of the institutional students (with student ID #'s) in attendance on Sept. 30

Instructions for Completion of 2002-2003 Institutional Funding Applications

Important: There **are two categories of institutional programs: Regular and Mixed programs**. Regular institutional programs only have institutional students (i.e., students who were placed in the institution by a government agency and they reside in the institution). Programs of this type should complete the Regular Institutional Program form. Mixed institutional programs have both institutional students and non-institutional students. Non-institutional students are students who were not placed by a government agency and do not reside in the institution (i.e., day students, students placed by the school jurisdiction, tuition students from another school jurisdiction or tuition students from out-of -province.) Programs of this type should complete the Mixed Institutional Program form.

1. Instructional Salary Costs

a Certificated Salaries & Benefits: teacher/school administration salaries & benefits

b Uncertificated Salaries & Benefits: teacher assistants & office staff,

c Substitute Teacher(s): costs for subs when teachers or teacher assistant are not in school

2. Supplies and Services Costs

a. Professional Development: staff training, conferences, & in-services

b. Educational Supplies: materials & resources which students/teachers require for the educational program, such as; textbooks, notebooks, videos, pens/pencils etc.

c. Educational Services: costs for educational or psychological assessments directly related to providing the educational program such as; reading, math, I.Q., fine motor/gross motor
Note: Counseling, therapy or psychiatric services are not to be included in this category as these are the responsibility of the government agency operating the institution.

d. Office Supplies: materials for the administration of the school program such as; paper, pens, binders, files.
Note: Office capital equipment such as audio-visual equipment, copiers, staff computers, furniture, fixtures for the classroom or office are **not** to be included in this category as these costs are the responsibility of the government agency operating the institution.

3. Technology Costs

Computers and computer upgrades, peripherals (printers for instructional use, peripherals for special needs students), technical support, and software for teacher and student use that supports the learner outcomes identified by Alberta Learning. Technology costs will be calculated using the lesser of the following amounts:

a. Actual costs

b. (i) For regular institutional programs that have only institutional students, $500 X the average number of students enrolled (line D of the budget form).
(ii) For mixed programs (i.e., programs with institutional students and non-institutional students), $500 X the average number of institutional students enrolled (line D of the budget form).

c. Maximum of $10,000 total per year. Requests over the maximum amount require prior approval from the Education Manager for Institutions at the Special Programs Branch.

Revenues: Please list the Basic Instruction revenues you received (or plan to receive) for the institutional students who were enrolled on September 30 (note: these students should be coded as 550 in order to receive funding). List other funding you received for institutional students in your program, but do not include any Institutional Funding payments you have received. Also, do not include System Administration funding, as this funding is provided to cover central office/system administration costs (which are not to be included on this budget). For Mixed Institutional programs, please ensure that the revenues reported are only for institutional students. Revenues for non-institutional students should not be included.

Average Number of Students Enrolled:

To calculate the average number of students enrolled:

Step 1: Determine the number of students enrolled **for each month** that the program operated. Note: students who are enrolled for more than one month will be counted for each month attended (i.e., if a student attends the program for 3 months, then the student would be counted for each of the 3 months attended). For 2002-2003 Budgets, please use monthly enrolments from the 2001-2002 school year. For 2002-2003 Finals, please use monthly enrolments for the 2002-2003 school year.

Step 2: Add up the enrolments for each month to get an annual total.

Step 3: Divide the annual total by the number of months the program operated to determine the average number of students enrolled.

Average Number of Institutional Students Enrolled: (Mixed Programs only)

Use same formula as above for average number of students enrolled except only use the number of institutional students and do not include the non-institutional students who are enrolled

REVISED

DESIGNATED SPECIAL EDUCATION ECS PROGRAM means an **ECS program** in which at least 70 percent of the **children** served have a severe disability. **ECS programs** with this designation may include **children with mild or moderate disabilities** and/or regular ECS **children**, totaling a maximum of 30 percent of their ECS population. Approval for status as a **Designated Special Education Private ECS Program** is obtained by submitting a written request to the Director of the Special Programs Branch.

For the 2002/2003 school year, the following programs have been approved for this status: This list will be reviewed annually.

- Black Gold Regional Division
  - Ecole Bellevue
  - East Elementary Early Entry Program
- Calgary School District
  - Emily Folinsbee
  - Knobb Hill Elementary School
  - Queen Elizabeth Elementary
- Edmonton School District
  - Glenrose School
  - Hazeldean School
  - Mayfield School
  - Waverley School
  - Scott Robertson School
  - Tevie Millar Heritage School
  - Evansdale School
  - Homesteader School
  - Elmwood School
- Elk Island Public School Regional Division
  - REACH Program
- Grande Prairie Public School District
  - Crystal Park Pre-School Program
- Greater St. Albert Catholic Regional Division
  - Vital Grandin School
  - Vanier Elementary School
- Medicine Hat School District #76
  - Harold Pre-School
  - Riverside School
- Medicine Hat Catholic #150
  - St. Louis Early Dev. Program
- Parkland School Division # 70
  - Broxton Park
- Pembina Hills Regional Division
  - Westlock Elementary Early Ed. Program
- Wetaskiwin Regional Division No. 20
  - Early Ed. Community Center (EEEC)
- Calgary Quest Children's Society
- Children's Services Centre – Red Deer
- Community Options
- Connect Society DEAF Services
- Corbett Hall Early Education Program
- ECS Learning Association/Cause & Effect
- Elves Special Needs Society
- Family Linkages
- H.OM.E.S.- Home Opportunities for Multi-Handicapped Educational Services
- GRIT Calgary
- Horizon School
- New Heights Early Learning Services
- PACE
- Prep Program
- Providence Child Development Centre
- Renfrew Educational Services
- Salvation Army Children's Village
- Society for the Treatment of Autism
- The Heartland Agency

DESIGNATED SCHOOL is a term used in Rural Transportation Block funding. A designated school is the **school** in which a **board** has enrolled a student in accordance with Section 45(2) of the *School Act*.

DESIGNATED SPECIAL EDUCATION PRIVATE SCHOOL is a **private school** that meets the following criteria:

1. The sole purpose of the **school** is to serve students with identified special needs, and all students who are enrolled in the **school** are diagnosed with a mild, moderate, or severe disability.
2. The educational programs provided to the students require modifications to the Program of Study, and are specified in the **Individualized Program Plans (IPP)** developed and implemented for each student; and
3. Approvals for designation as a **special education private school** are obtained from the **Minister** by submitting a request to the Director of the Special Programs Branch by June 1.

For the 2002/2003 school year the following schools are in this category:

REVISED

Alberta Bosco Homes
- Columbus Academy
- Phoenix Academy
- Thomas More School

Calgary Society for Effective Education
- Calgary Academy

Calgary Quest School
Edmonton Academy
Elves Child Development Centre
Foothills Academy
Horizon School
Janus Academy
Parkland School
Renfrew Educational Services
Rundle College Academy
The Skills Factory
The Third Academy
- Calgary
- Lethbridge
- Red Deer

This list will be reviewed annually.

DEVELOPMENTALLY IMMATURE means a student of compulsory age for basic education who, in the opinion of his/her **parent**, **ECS operator**, and **board**, would benefit from an **ECS program**. This student is not eligible for special education funding. An individual who is eligible to proceed to grade 1, but has been assessed as **developmentally immature** and whose program plan involves both ECS and grade 1 instruction may be counted either as a **child** under Part 2 or as a **funded student** under Part 1.

DISTANCE is a term used in Rural Transportation Block funding. Distance refers to the **eligible transportation distance** from where each **eligible passenger** resides to their **designated school** or school of choice, whichever is closest.

Revised

DIVISION means a school division or regional division established pursuant to the current *School Act* or any predecessor *School Act* or Ordinance *School Act*.

EARLY CHILDHOOD SERVICES (ECS) PROGRAM means an education program provided pursuant to Section 30 of the *School Act*.

3. For protection by:
   a) Alberta Children's Services;
   b) Alberta Health and Wellness; or
   c) Alberta Justice; or
4. As temporary residents of a women's shelter because of a situation where there is need for protection from physical, psychological or sexual abuse.

Revised

Funded students in an **Institution** must be resident students of the government as defined in Section 44 of the *School Act*.

SCHOOL AUTHORITIES APPROVED TO PROVIDE AN EDUCATIONAL PROGRAM IN AN INSTITUTION (School Code)

Battle River RD No. 31
Camrose Women's Shelter (4554)
Bosco Homes A Society for Children and Adolescents
Don Bosco/Ranch School (3398)
Phoenix School (0028)
Thomas More School (0483)
Calgary School District No. 19
Women's Emergency Shelter
Dr. Gordon Townsend (9886)
William Roper Hull School (9033)
Westview YOC & Enviros (9687)
Chinook's Edge School Division
Grimmon House (1058)
Edmonton School District No. 7
CASA House (7713)
Glenrose Hospital (7701)
Highwood (Alberta Hospital) (7701)
Howard House (7713)
Kennedale YOC (7706)
Kochee Mena (7713)
McMan School (7713)
Rosecrest (7729)
Royal Alexandra Hospital (7701)
University of Alberta Hospital (7701)
WIN House (7169)
Yellowhead Youth Centre (7713)
Elk Island PSD No. 14
A Safe Place (3343)
Foothills SD No. 38
Stampede Boys Ranch (5391)
Grande Prairie SD No. 2357
Grande Prairie YOC (Bear Creek School) (1148)
Holy Family CSRD No. 37
Francis Holistic Learning Centre (YAC) (1619)
Lakeland RCSSD No. 150
Dr. Margaret Savage Crises Centre (2916)
Lethbridge SD No. 51
Pitawani (6456)
PCHIP Program
Harbour House (6459)
Hospital Program (6453)
Coulee Ridge YOC (6487)
Medicine Hat SD No. 76
Med Hat PAS Hosp (6864)
Medicine Hat Bridge St. Remand Centre (6861
Northern Lights SD No. 69
Lac La Biche YAC (2716)
Peace Wapiti School Div No. 33
Rycroft School (1304)
Clairmont Exceptional Needs Residential Group Home (1056)
Red Deer School Dist No. 104
Parkland Youth Homes (4464)
Red Deer Hospital Program (0574)
Oskayak Treatment Centre (4469)
Direwood Treatment Centre (4461)
Red Deer Remand Centre (4467)
Red Deer Youth Assessment Centre (4457)
Sturgeon SD No. 24
Oak Hill Boys Ranch (2509)
St. Paul Education RD No. 1
Poundmaker's (2807)
Wetaskiwin Reg. Div. No. 10
Wetaskiwin Plus (A+) Program (3143)
Wild Rose School Division No. 66
Kootenay School (4111)
Wolf Creek RD No. 32
Alberta Hospital Ponoka (4299)

MINISTER means the Minister of Learning.

MULTI-TRACK: means a year round schedule in which the student enrolment is divided into groups, usually four. At any one time, one group is "off track" or on vacation.

ON-LINE PROGRAM is a program offered by a **school** delivered electronically at a **school** site or off-campus, under the instruction and complete supervision of a certificated teacher of a **board** or accredited **private school**. For full student funding, elementary and junior high students must have access to 950 hours of instruction and senior high students must have access to 1000 hours of instruction.

OPEN SCHOOL CALENDAR: This model provides for school to be open about 250 days a year - every weekday of every month.

OPERATING DAY is used in conjunction with rural transportation and means a day in a school year during which the **schools** of a **school jurisdiction** are scheduled to be open for classroom instruction.

OTHER LANGUAGE IMMERSION PROGRAMS means a minimum of 25 percent of the instructional time to a maximum of 50 percent of instructional time uses a language other than French or English as the language of instruction. This includes all grade levels.

OUTREACH PROGRAM means a program offered by a **school** which provides a basic education developed for **funded students** who are unable to attend or benefit from a regular school program. The requirements of the program are detailed in the Outreach Program Policy 1.1.4.

1. An **outreach program** must be offered in a stand-alone facility.
2. **Home education students** are not eligible for outreach funding, and are not reported as part of the **outreach program**.

PARENT means, with respect to a student, the relevant individual under section 1(2) of the *School Act* unless otherwise specified.

REVISED

PRIVATE EARLY CHILDHOOD SERVICES (ECS) OPERATOR means a society registered under the *Societies Act*, a non-profit company registered under Part 9 of the *Companies Act*, or a non-profit corporation incorporated by, or under, an act of the Legislature, other than a private school; that

1. Operates an **ECS program**; and
2. Receives funding under the School Grants Regulations (A.R. 72/95) for the program.

PRIVATE SCHOOL means a **school** registered under Section 28 of the *School Act*.

PRIVATE SCHOOL FUNDED STUDENT means an individual:

1. Who attends a **funded private school** or **blended program** in grades 1 to 12 on September 30 of the current school year; and
2. Who is at least 5 years 6 months but less than 20 years of age on September 1 in the school year in which he/she is counted; or who
   a) is less than 5 years 6 months of age on September 1 in the school year in which he/she is counted; and
   b) has previously attended a Ministry of Learning **Early Childhood Services (ECS) program** outside of Alberta that meets the learner expectations of the Kindergarten Program Statement, or has been placed in grade 1 for sound educational reasons because an **ECS program** was not available; and
3. Is a Canadian citizen; or
   a) lawfully admitted to Canada for permanent residence;
   b) a **child** of a Canadian citizen; or
   c) a **child** of an individual who is lawfully admitted to Canada for permanent or temporary residence; and
4. Who has a **parent** who ordinarily resides in Alberta, or is an **independent student** who ordinarily resides in Alberta; and
5. Who is not a **funded student**; and
6. Who is not a **First Nations student** as defined in the Glossary of Terms; and
7. Who is not a **Home Education student**.

PUBLIC TRANSIT SYSTEM refers to a bus or light rail system owned, operated or contracted by a city, town, village or hamlet which offers service to the public within its boundaries. Taxis and/or bussing systems designed for disabled individuals are not considered public transit.

RECIPROCAL EXCHANGE PROGRAM means a recognized program under which a **student** who is an Alberta **resident student** is partnered or paired with a student who is a resident of another province or country. The exchange occurs in the same **school jurisdiction** in the same school year, or the subsequent year.

RESIDENT BOARD means the **board** of the district or **division** of which a student is a **resident student**.

RESIDENT STUDENT means an individual who is entitled to have access to an education program under Section 8 and who is a resident student as determined under Section 44 of the *School Act*.

ROUTE DISTANCE is a term used in conjunction with rural transportation and means:

1. The distance from the point of the first morning pick-up by regular routing to the point of the last morning drop-off and back to the point of the first morning pick-up by the shortest or most direct route;

2. The distance from the point of the first afternoon pick-up by regular routing to the point of the last afternoon drop-off and back to the point of the first afternoon pick-up by the shortest or most direct route; and
3. The distance travelled on a **highway** by a vehicle transporting **eligible passengers** to and from **school**, or on a feeder route, on an **operating day** or by a vehicle transporting **eligible passengers** on a weekend between their places of residence and their boarding places or **schools** where both places are in the same district or division.

RURAL DISTRICT means a district or **division** that is not an **urban district**.

SCHOOL means a structured learning environment through which an education program is offered to a student by:

1. A **board**;
2. An **operator** of a **private school**;
3. An **Early Childhood Services (ECS) private operator**;
4. A **parent** giving a home education program; or
5. The **Minister**.

SCHOOL AUTHORITIES for the purpose of this Manual include **School Jurisdictions, Funded Private Schools, Private ECS Operators, and Charter Schools**.

SCHOOL BUILDING means a building used for the instruction or accommodation of students that is owned or occupied by a school jurisdiction, a school jurisdiction and a municipality, or a school jurisdiction and another person.

SCHOOL BUS means a motor vehicle that:

1. Is owned, leased or contracted by a **school jurisdiction**;
2. Is used for the transportation of **eligible passengers**;
3. Has a passenger **seating capacity** of 12 or more; and
4. Is without exemption a Type I, Type II, Type III or Type IV **school bus** as described in the CSA Standard D 250-M 1985 as amended or replaced from time to time as issued by the Canadian Standards Association.

SCHOOL JURISDICTION means a **board**, the Lloydminster Public School Division, or the Lloydminster Roman Catholic Separate School Division.

SINGLE-TRACK means a year round schedule in which the entire student enrolment has the same schedule of days and vacation days. All students are on the same track.

New **SPONSORSHIP AGREEMENT** is a written agreement between two school jurisdictions where the resident school jurisdiction has directed a special needs student to a different school jurisdiction to receive their educational program. Under this type of agreement the resident school jurisdiction agrees to pay the cost of the special needs student's educational program. The providing/registering school jurisdiction will code the student as "140", and funding will be directed by Alberta Learning to the resident school jurisdiction. See also Section 1.1, Requirement 6.

SUPERVISING BOARD means the resident board or the willing non-resident board providing supervision of the home education program.

STUDENT WITH SPECIAL NEEDS means a student who requires an adapted or modified educational program to meet his or her exceptional needs. The **Individualized Program Plan (IPP)** provides documentation of the program and is a mandatory requirement for any student identified as a special needs student.

Revised

TEMPORARY RESIDENT, for purposes related to the interpretation of the *School Act*, is defined as a person who:

Revised

a) has been issued a study permit and is registered in a full-time, full-year program (i.e., a foreign student who is registered full-time in a recognized post-secondary program in Alberta for one year or more); or
b) has been issued an employment authorization to work temporarily in Canada (i.e., a temporary foreign worker); or
c) has filed a refugee claim to the Immigration and Refugee Board (IRB) within the past year (i.e., a refugee claimant);or
d) has been issued a federal Minister's Permit; or
e) has diplomatic status in Canada.

Temporary residents will not include:

a) visitors/tourists to Canada, with or without a valid visitor's visa;
b) individuals in Canada with student authorizations who are not registered in a full-time, full-year program; and
c) individuals in Canada for three months or less for the purposes of language training.

Revised

A child whose parent(s) fit the definition of a **temporary resident**, as it relates to the *School Act*, is eligible to access basic education and the parent can not be required to pay foreign student tuition fees. In all other cases the parent may be required to pay foreign student fees at the discretion of the **school board.** Students of school age who are in Canada on a study permit are considered Foreign Students and do not qualify for Alberta Learning funding.

New

See also definition of Funded Student (glossary) and Section 8 of the *School Act*.

TRANSPORTATION AGREEMENT means an agreement or a portion of an agreement entered into by a **school jurisdiction** under Section 62 of the *School Act* to transport students under its authority to a **school**.

UNORGANIZED TERRITORY means any area in Alberta that is not included within a district, a **division**, or a regional division.

URBAN DISTRICT means:

1. A city district which is not included in a school division or regional division; and
2. A district, **division** or regional division, or portion thereof, designated by the **Minister** as an **urban district**.

WEIGHTING FACTOR is a term used in conjunction with rural transportation and means, for the purposes of Block Funding, that:

1. Each **eligible passenger** in ECS and grades 1 to 6 is multiplied by a factor of 1.0;
2. Each **eligible passenger** in grades 7 to 12, is multiplied by a factor of 1.50;
3. Each **eligible passenger** in grades 1 to 12 registered as a Code 41, 42, 43, 44 or 46 student, is multiplied by a factor of 3.0;
4. An aide accompanying **disabled funded students** or **ECS children** in program units, is multiplied by a factor of 1.50; and
5. Each **eligible passenger** who requires a wheelchair is multiplied by 6.0.

YEAR ROUND EDUCATION for the purpose of transportation funding means that a school offers either **Single-Track** schedule, **Multi-Track** schedule or **Open School Calendar**. These calendar schedules may include:

- Scheduling 45 days of instruction followed by 15 days of vacation (45/15);
- Scheduling 60 days of instruction followed by 20 days of vacation (60/20);
- Scheduling 90 days of instruction followed by 30 days of vacation (90/30);
- Quarter System of four instructional periods of approximately 13 weeks; or
- Continuous School Year plan for school operation in which the school plant is used during the entire year.